

# Diagnostic Centers

End of The Year Report  
2003-2004

North

Central

South



[www.dc-cde.ca.gov](http://www.dc-cde.ca.gov)

California Department of Education  
School and District Operation Branch  
State Special Schools and Services Division

# Diagnostic Centers

## Mission Statement

Provide Local Education Agencies(LEAs) a continuum of assessment services for individuals with special needs and to provide training to their service/care providers.



Mary Anne Nielsen, Director



Susan Bobbit, Director



Deborah Holt, Director

California Department of Education's Diagnostic Centers provide high quality services to special education students, their families and school districts. Authorized by the California legislature in 1944 and established regionally, the three centers are located in Los Angeles, Fresno, and Fremont. Services are provided by expert interdisciplinary teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians and other specialists who address the unique educational needs of California's most difficult to serve students.

Services include: comprehensive, state-of-the-art assessment and educational planning services to assist local school districts in determining the needs of their most complex students, technical assistance and consultation in program and instructional design, and professional development opportunities for teachers, administrators, special education staff, families and service agency personnel, including presentations at state, national and local conferences and workshops.

Referrals for assessment services must be made by the student's school district, County Office of Education, or SELPA. Eligible students include those enrolled in special education who are not progressing, despite local school efforts; who present a complex learning and/or behavioral profile; and for whom the district requires additional diagnostic information to assist in defining the most appropriate educational goals and teaching strategies.

Requests for technical assistance, consultation services, and professional staff development must be made by local district special education administrators, SELPA directors, county Office of Education administrators, members of Regional Coordinating Councils, and local colleges and universities. Diagnostic Center services are provided at no charge.

# ASSESSMENT SERVICES

Students who exhibit complex learning problems present various challenges. Districts who have directed available resources to serve a child often have unanswered questions and request the Diagnostic Centers' assistance. Questions most frequently asked are in the areas of significant behavior challenges, diagnosis and level of functioning, communication, socio-emotional status and accessing curriculum and instruction.

To address these questions, the Assessment Teams develop individual assessment plans, serving the child at his or her school site, at the Diagnostic Center or at both school and Center sites.

Field Based Assessments are conducted over a span of one to three days at the student's school. School personnel and the family are involved in the assessment planning and process. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. **246** or **48%** of Diagnostic Center assessments were provided in the field.

Center Based Assessments are conducted at the Diagnostic Center over a span of two to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations and meets with the family and district personnel. **107** or **21%** of Diagnostic

Center assessments were conducted at the Diagnostic Center.

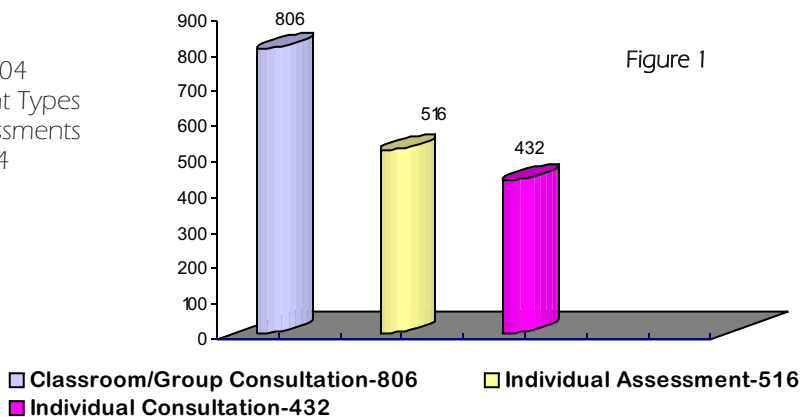
Combination Assessments are conducted at the school and Diagnostic Center sites over a period of three to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations and meets with the family and district personnel. **163** or **31%** of Diagnostic Center assessments were Combination Assessments.

Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school site. **432** follow-up consultations were provided.

In addition, the Diagnostic Centers provided consultation services to identified groups of students. Based on district need, Assessment Teams worked directly with **806** students and addressed such issues as Literacy, Positive Behavior Supports, Transition, Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

During 2003-04 school year **1754** students were provided services. Figure 1 illustrates the assessment services provided.

2003-04  
Assessment Types  
Total Assessments  
1754



My son indicated to me that he felt special while he participated in the assessments. He told me that he understands that its not that he isn't smart, but needs to be taught in a different way than his peers in school.

Parent  
Central California

The parents more clearly understand their child's academic abilities and classroom needs. The teacher was given some great ideas and she has used them. Student is not segregated anymore.

Administrator  
Southern California

I have found the Diagnostic Center to be most valuable in helping educators viewing a learning or emotional difficulty from a new point of view. The insight and expertise the team brings into the school is always appreciated. They truly are a team of diagnostic experts. Always helpful, upbeat, insightful and very thorough. A valuable source for California schools.

Program Specialist  
Northern California

## REFERRAL TRENDS

You may never know how helpful this service has been. It validated long held hypothesis by teaching staff and us! We don't need to "fix" this child...We need to join together to shape our instruction and support for her. This was a fantastic objective, informative and EXTREMELY HELPFUL assessment.

Parent  
Northern California

This report is the single most valuable, comprehensive packet of information we have received in ten years of searching for help.

Parent  
Southern California

We recently had our most positive IEP. We were able to refer to your report frequently as we developed goals/benchmarks/educational strategies. We returned to your findings and established a common ground as we developed her IEP.

Administrator  
Central California

Requests for assessment services continue to be in demand and indicate that the Diagnostic Centers are serving LEAs' most difficult-to-serve students. Reasons for requesting assessment assistance vary district to district, region to region. Data is collected to identify referral trends and develop programs to better meet the current needs of LEAs. Reasons for referrals include:

Figure 2

| Reason for Referral to Diagnostic Center    | Percent of all Referrals |
|---|--------------------------|
| Significant Behavior Problems               | 40%                      |
| Communication Problems                      | 47%                      |
| Level of Functioning                        | 34%                      |
| Accommodations to Access General Curriculum | 45%                      |
| Diagnosis                                   | 47%                      |
| Primary Handicapping Condition              | 46%                      |
| Social-Emotional Status                     | 45%                      |
| Lack of Progress                            | 42%                      |
| Impact of Medical Conditions on Education   | 31%                      |
| Reading                                     | 21%                      |
| Modifications to Access General Curriculum  | 26%                      |
| Functional Curriculum                       | 13%                      |
| Parent-District Conflict                    | 29%                      |
| Assistive Technology                        | 11%                      |
| Secondary Issues                            | 9%                       |
| Mediation/ Fair Hearing Case                | 4%                       |
| High Stakes Assessment                      | 2%                       |

By collecting and analyzing trend data, the Diagnostic Centers adjust their assessment delivery models and develop trainings and technical assistance packages for local educational agencies. Furthermore, Special Projects are designed and implemented for local educational agencies based on local needs. Descriptions of Special Project activities are found beginning on page 12 and include the Diagnostic Center, Central's Literacy Matters in Mixed Ability Classrooms, the Diagnostic Center, North's Sausalito-Marin City Systems Change Project, and the Diagnostic Center, South's statewide project, Positive Environments, Network of Trainers (PENT).

As always your report was both comprehensive and informative. Your ability to assist us in building positive relationships with our families is greatly valued. Your services are held in high esteem by this District.

Special Education Administrator  
Southern California

He has had a powerful, positive change in his attitude towards his needs and school. What your team did in just three days of actual contact with him has empowered him to take a self-advocacy role. He now speaks up at IEP meetings to voice his needs in a positive way. He is now looking toward the future in terms of realistic interim steps-goals. We still have a long road to travel but you have not only given him HOPE-but the tools to make that hope become REALITY!

Parent  
Northern California

She now sees that she can learn and is working hard to catch up and be "normal"! She can now try out for sports whereas before she could not due to bad grades.

Parent  
Central California

# EVALUATION OF ASSESSMENT SERVICES

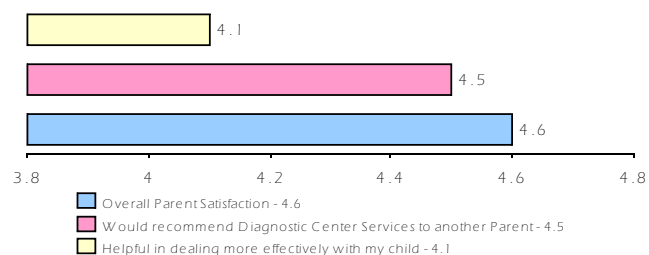
The effectiveness of the services provided by the Diagnostic Centers is measured by surveying school staff and parents of students assessed. An initial survey is collected immediately following each assessment. A second survey is distributed and collected six months following the assessment. The LEA ratings of assessment surveys are completed by teachers, program specialists, DIS staff, and administrators. A total of **693** surveys were returned from school staff and **190** parent surveys were returned. Their responses indicated that:

- **94%** of administrators reported positive outcomes for the students as a result of the assessment.
- **91%** of teachers and specialists reported that the assessment results supported their efforts in identifying, developing, and/or implementing appropriate educational goals and methods for the student.
- **97%** of parents reported that the Diagnostic Center responded to their concerns.
- **84%** of parents reported that they are more aware of their children's educational and other needs as a result of the assessment.
- **95%** of parents reported that the assessment provided new information and/or validated their knowledge about their child.

Parent Rating of Assessment Services Received

Measured on a Scale 1-5

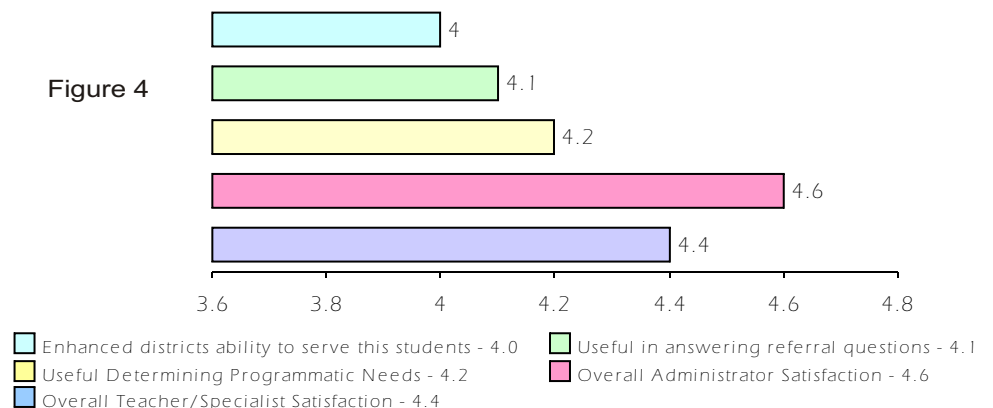
Figure 3



LEA Rating of Assessment Services Received

Measured on a Scale 1-5

Figure 4



His life and ours will be better for it.  
You make a difference in the  
world.

Teacher  
Southern California

I feel I am becoming a better  
teacher due to my interaction with  
your services and professionals.

Southern California

The information concerning  
student-centered transition  
planning was very useful. This  
information had a significant  
impact on the way I began to  
approach preparing the student  
for his future. I also believe it  
impacts the way his parents are  
viewing their son's future.

Teacher  
Southern California

## Professional Development

**D**iagnostic Centers are recognized as leaders in professional development. Districts, SELPAs and County Offices of Education continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2003 - 2004 school year, **317** presentations to **16,746** individuals were provided at local school sites, regional workshops and state and national conferences. In addition, workshops were available to families and services agency personnel.

**I**n an attempt to serve all LEAs equitably, trainings are available in a variety of formats, including one-day workshops, special projects [in-depth assistance including demonstration teaching], web-based trainings, and via videoconferencing.

**I**n response to local and statewide needs, trainings are developed by the Diagnostic Center staff. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout the regions. Of the **317** presentations provided statewide, the topics most frequently requested were those dealing with

- Student Behavior - 59 sessions
- Autism Spectrum Disorders - 37 sessions
- Social Skills Development - 23 sessions
- Literacy/Language Arts - 49 sessions
- Teaching Students with Moderate to Severe Disabilities - 29 sessions
- Improving Para-professionals' Skills and Expertise - 34 sessions
- Transition Issues - 15 sessions

**I**n addition to these formal presentations, many districts, SELPAs and County Offices of Education requested assistance with their special education classes and service delivery models. Comprehensive Professional Development Projects were developed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation. Pages 8 - 11 describe those collaborative projects.



## Diagnostic Center Presentations:

CSPDC Regions  
53

Districts  
87

SELPAs  
80

County Offices of  
Education  
56

Agencies  
14

State and National  
Conferences  
31

Diagnostic Center  
Co-Sponsored  
Conferences

2

PENT SESSIONS  
6

## EVALUATION

The effectiveness of the professional development services offered by Diagnostic Centers is measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of 317 formal presentations, 7583 surveys were completed. Highlights from the ratings:

- The trainings received high overall ratings of 4.5 (on a scale of 1-5).
- Participants reported a 1 point average gain in knowledge (on a scale of 1-5).
- 92% of the participants reported that they will use what they learned in this training.
- 92% of participants reported they plan to share this information with other professionals and parents.

Figure 5

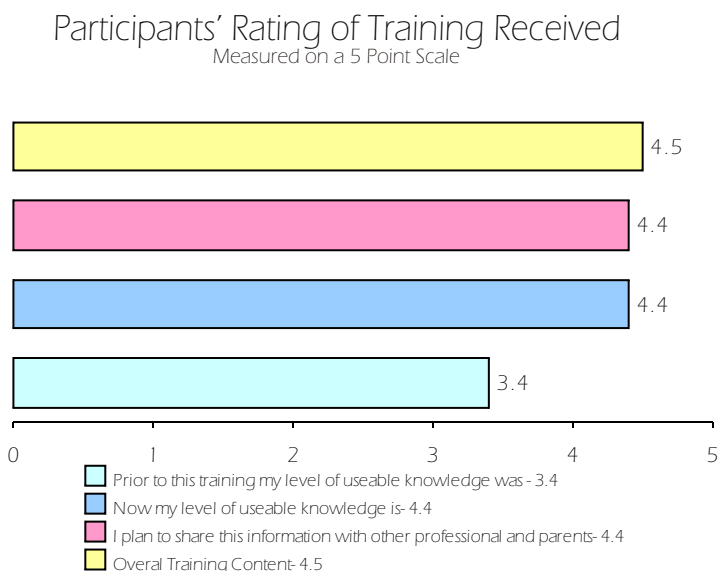


Figure 6

| Average Attendees per Sessions    | Percentage |
|-----------------------------------|------------|
| Teacher: Special Education        | 32%        |
| Psychologist                      | 11%        |
| DIS (APE/SL/Nurse)                | 18.3%      |
| Teacher: General Education        | 7.3%       |
| Other Agency Personnel            | 5%         |
| Paraprofessional                  | 13%        |
| Program Specialist                | 4.5%       |
| Parent                            | 3%         |
| Administrative: General Education | 1.5%       |
| Administrative: Special Education | 3%         |
| Student                           | .3%        |

## Diagnostic Center, North

|           |               |
|-----------|---------------|
| Alameda   | Placer        |
| Alpine    | Plumas        |
| Butte     | Sacramento    |
| Colusa    | San Benito    |
| Contra    | San Francisco |
| Costa     | San Mateo     |
| Del Norte | Santa Clara   |
| El Dorado | Santa Cruz    |
| Glenn     | Shasta        |
| Humboldt  | Sierra        |
| Lake      | Siskiyou      |
| Lassen    | Solano        |
| Marin     | Sonoma        |
| Mendocino | Sutter        |
| Modoc     | Tehama        |
| Monterey  | Trinity       |
| Napa      | Yolo          |
| Nevada    | Yuba          |



## TECHNICAL ASSISTANCE

In addition to the formal professional development training, the Diagnostic Centers provide technical assistance to individual teachers, administrators, specialists and families. Technical assistance requests range from questions that are answered by telephone or the internet, i.e., resources or referral information, to on-site demonstration teaching and the ask a specialist web based discussion forum. 27,842 individuals were provided with technical assistance.

The Diagnostic Centers sponsor or co-sponsor regional and statewide professional conferences. 145 individuals participated in these presentations.

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with those districts, County Offices of Education and SELPAs reported on page 8, the Special Education Division of the California Department of Education, colleges and universities, as reported on page 13 and 14, and various education and service agencies and organizations, including the National Association of School Psychologists, American Speech Language, Hearing Association, California Association of Resource Specialists, and the American Educational Research Association.

## 2003-2004 Technical Services

- **128** demonstration teaching sessions were provided to **891** school personnel
- **2267** individuals were provided direct resource and consultation assistance
- **328** special projects were conducted serving **24684** individuals

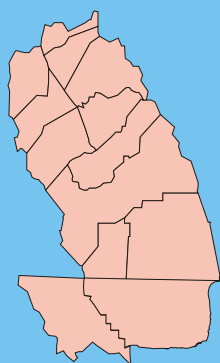
Total Participants: 27,842



# COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

Diagnostic Center  
Central

Amador  
Calaveras  
Fresno  
ern (North West)  
ings  
Madera  
Mariposa  
Merced  
San Joaquin  
San Luis Obispo  
Stanislaus  
Tulare  
Tuolumne



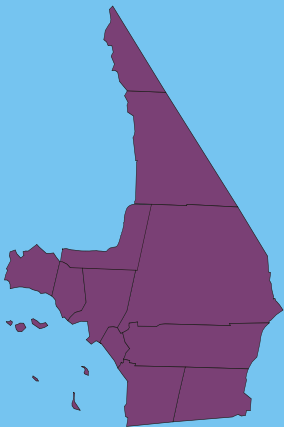
The Diagnostic Centers continue to provide curriculum leadership to LEAs and SELPAs. Our Comprehensive Professional Development Projects are designed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation services. During 2003-2004 school districts, county offices of education and SELPAs were selected to develop model programs highlighting best practices and teaching strategies. Each project was designed to be easily replicated. A sampling of the projects include:

- **Clovis Unified School District, Lenmore Unified School District and Fresno Office of Education** requested assistance with inclusion issues, specifically increasing staff and student understanding of how to successfully include students with disabilities into the general education programs at three school sites. Specific services provided collaborative opportunities for general education and special education staff, observations, dialogue, demonstration teaching and sharing of resources and materials.
- **Fallbrook Union Elementary School District in San Diego County** requested assistance with the implementation of the 2002 State Adopted Reading Intervention program: Read 180. Support for problem solving and planning sessions with teaching and administrative teams was provided focusing on program implementation issues including program placement, assessment, data collection and analysis. Continued support will be provided for the 2004-2005 school year.
- **Fremont Unified School District in Alameda County.** The district requested consultation services for a high school RSP class and focused on meeting the academic and transition needs of students with mild to moderate disabilities. Instructional staff was provided strategies to link the California standards to Transition activities/requirements using the Diagnostic Center North's Portfolio. Classroom observations, informal assessment of targeted students, collaboration/consultation, demonstration teaching and resource assistance was provided.
- **Fresno Unified School District in Fresno County** requested assistance with literacy issues. Formal presentations, classroom observations, informal assessment of targeted students, collaboration/consultation, and school-wide strategic literacy planning was provided to Terronez Middle School special educators and general educators working with at-risk students.

# COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

Diagnostic Center, South

Imperial  
Inyo  
ern (South East)  
Los Angeles  
Mono  
Orange  
Riverside  
San Bernardino  
San Diego  
Santa Barbara  
Ventura



•**Guadalupe Union Elementary District in Santa Barbara County** requested assistance to meet the diverse needs of the district's special day class for students with severe disabilities. Training, demonstration teaching and consultation was provided in the areas of curriculum, instructional strategies, classroom environment and behavior supports. Follow-up assistance is planned for Fall 2004-05.

•**Lakeside Union School District in San Diego County** requested assistance with the selection and implementation of a State Adopted reading intervention program appropriate for the middle school level. Specific training for teachers and administrators in the Corrective Reading portion of Reach, a 2002 State Board Adopted Reading Intervention program and consultation services were provided. Assistance focused on effective program implementation, appropriate student grouping, instructional remedies/fine tuning, program coaching, and data analysis to monitor student progress.

•**Lemon Grove School District in San Diego County.** In the second year of this project, assistance was provided to elementary school sites in targeting and serving 4th and 5th grade students at-risk for reading failure and students enrolled in all district special education classes. Regular problem solving and planning meetings were held with the administrative support team. Assistance was provided to support the development of collaborative reading teams at each school site. Specific training was provided in the Corrective Reading component of the Reach reading intervention program.

•**McLane High School in Fresno County.** This is a multi-year project and focuses on improving reading and writing skills of high school RSP students to increase the probability that students will meet high school graduation requirements. General and special education administrators and teachers received training, consultation and resource services.

•**Monterey County Office of Education in Monterey County.** This project was designed to support middle school special education staff and focused on maximizing computer assisted instruction, curriculum access, and augmentative communication. Direct consultation, student observation, demonstration teaching, coordination of local resources and technical assistance was provided.

•**Napa Valley Unified School District in Napa County.** This multi-year project was requested to assist with the redesign of district's special education service delivery model. Consultation and collaborative activities were conducted at the administrative level. Various professional development activities including formal presentations, demonstration teaching, resources and technical assistance were provided.

# COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

This was a very useful service and I would highly recommend other Districts use it as well. The staff was knowledgeable and very professional throughout the process.

Administrator  
Southern California

Your staff is extremely knowledgeable. It was greatly appreciated that a staff member came out to the school to speak with us. The feedback session was professional and provided a lot of specific and helpful interventions that can be easily set up in the classroom, plus the offer to follow-up and help with implementing suggestions is well beyond what was expected.

Program Specialist  
Southern California

- **Novato Unified School District in Marin County** requested assistance to meet the diverse needs of a special day class for students with mild to moderate disabilities. Training, demonstration teaching and consultation was provided in the areas of curriculum, instructional strategies, classroom environment and behavior supports.
- **Orcutt Union School District Alice Shaw Elementary School and Lakeview Jr. High School, in Santa Barbara County.** In-depth training and multiple levels of literacy support was provided to general and special education teaching staff implementing the 2002 State Adopted Reach: Corrective Reading and A Legacy of Literacy reading programs. This support included assistance with effective program implementation, appropriate student grouping, data analysis/monitoring student progress, instructional remedies and identification of appropriate diagnostic tools.
- **Plainsburg Union Elementary School District in Merced County** requested consultation services to assist in reorganizing special education services. This multi-year project includes individual student assessments, classroom observations, consultative and collaborative activities. General and special education district staff and Merced County Office of Education instructional and administrative staff are participating.
- **Ponoma Unified School District, in Los Angeles County.** This middle school project extended to four high schools to raise the academic performance of special education students enrolled in reading intervention classes. An Administrative Support team was trained as Direct Instruction coaches. The project focused on developing an internal structure to maintain the Reach program implementation. The district now has a cadre of program trainers and an identified group of teachers designated as Reach site liaisons. This project will continue for the 2004-2005 school year as the district implements Reading Mastery Plus in all elementary special day classes and selected pilot resource specialist programs.
- **Santa Maria Joint Union High School District, Santa Maria High School, in Santa Barbara County.** This project assisted the district in expanding its reading intervention program at Santa Maria High School. This project supported effective Reach Corrective Reading program implementation, consisting of appropriate student grouping, data analysis, monitoring of student progress, and instructional remedies.

We can always count on the Diagnostic Center to provide us with practical and researched based information

Special Education Administrator  
Central California

The coaching, resources and support you've given the district is invaluable. Our students and staff have benefited from your leadership.

SELPA Director  
Northern California

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## COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

- Tulare County Office of Education.** This collaborative project with county Speech and Language Specialists developed a comprehensive assessment procedure to identify specific muscular and sensory challenges associated with oral speech production. Individual student assessments were conducted. A standard for the identification, description and plan of intervention was created.
- Visalia Unified School District in Tulare County** requested assistance in improving reading instruction in 4th - 6th grade Special Day Classrooms. The project provided a series of trainings for district SDC teachers. Follow-up visits focused on implementation, measurement, engagement, monitoring techniques and research-based curricula to guide explicit and focused instruction.
- West Contra Costa Unified District SELPA in Contra Costa County.** This collaborative multi-year project assisted the SELPA in redesigning their special education service delivery model. Using the California Teaching Standards, standards for special education staff (teachers, paraprofessionals, DIS staff and administrators) were developed. Rubrics, designed to accompany the moderate to severe standards for teachers, were developed and piloted by district teachers. Individual teacher consultation and demonstration teaching activities were provided. The project will continue through the 2004-06 school years.
- West Contra Costa SELPA in Contra Costa County.** This multi-year project focused on the development of a curriculum rubric for teachers working with students with moderate to severe disabilities enrolled in the district's 18-22 Transition Program. The rubric provides guidance to staff in how to develop age appropriate education plans. Direct consultation, strategic planning, demonstration teaching, resource and technical assistance were provided.
- West End SELPA in San Bernardino County.** This was a continuation of a 2002-2003 project. Support continued to focus on the implementation of a State adopted Reading Intervention Program: Reach: Corrective Reading with in-depth training and multiple levels of literacy support to district representatives.

# COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

In addition to the Diagnostic Centers' Comprehensive Professional Development Projects to LEAs, regional and statewide projects are developed and implemented. A sampling of these projects includes:

- **The Diagnostic Center, Southern California** continued to respond to email requests for consultation on behavior support, special education services and other topics through the Positive Environments, Network of Trainers (PENT) list serve. The network reaches approximately 1900 educators throughout the state. Sponsored by the SELPA organization, a PENT Forum was held in Northern and Southern California. Presentations and activities addressed a wide variety of topics including: Quality Indicators for ED programs; gang and violence prevention; Asperger's syndrome; developing replacement behaviors; visual schedules and Autism; data collection methods; mental health issues; diversity, specific case analysis; and parent involvement.
- Plans for 2004-05 include statewide training and support activities. SELPA-sponsored PENT Forums will be held in January and February 2005. Other plans include increasing access to training materials, forms and information through the PENT website, [www.pent.ca.gov](http://www.pent.ca.gov). A training manual, How to Develop, Implement and Score a Behavior Support Plan is available at the website along with the newly developed and normed, Behavior Support Plan Quality Evaluation Scoring Guide.
- In conjunction with presentations by Drs. Devin Feldman and Kate Insella, **Diagnostic Center, Central California** collaborated with Focus on Unity and sponsoring educational agencies to facilitate "Literacy Matters in Mixed Ability Classrooms, 4-12". School teams met around each training module, to discuss, implement, and evaluate targeted strategies. Direct collaboration between individual teachers and DCC staff, including classroom visitations and teacher consultation was provided. Demonstrated outcomes were: enhanced student engagement and motivation; improved achievement; increased learner awareness; effective grouping methods, team building, and a heightened focus toward learner diversity. 55 special and general educators participated.
- **Sausalito-Marín City School District in Marin County.** Assistance was requested to address district-wide issues: over-identification of special education students, creating positive school and classroom environments, literacy, appropriate identification of students at-risk for school failure, ensuring successful transitions to high school, and improving high stakes assessment practices. The over-riding goal was to improve school climate, instruction and achievement. Assistance focused on effective program implementation, appropriate assessment strategies, student grouping, instructional strategies, and data analysis to monitor student progress. Formal presentations, individual teacher/administrator coaching, demonstration teaching, and resource assistance was provided.

# INTERAGENCY COLLABORATION

The Diagnostic Centers continue to collaborate with colleges and universities. Diagnostic Center staff served on advisory committees, provided clinical and demonstration teaching opportunities for teacher, school psychologist, and speech and language specialist candidates, provided formal presentations in teacher preparation and clinical programs, served on Level Two Credential Committees and provided technical assistance and resource assistance to both general and special education departments of the colleges and universities listed below.

- California State University, Dominguez Hills
- California State University, Fresno
- California State University, Fullerton
- California State University, Hayward
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- California State University, Sacramento
- Chapman University
- Fresno Pacific University
- Lehigh University
- Portland State University
- San Francisco State University
- San Jose State University
- Sonoma State University
- Texas A & M
- University of California, Riverside
- University of Oregon
- University of Texas
- University of Washington

In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. Staff served on Departmental advisory committees and work groups, interagency task forces and consulted on various state projects. A sampling of Diagnostic Center participation includes:

- Alameda County Transition Interagency Committee
- California Speech-Language Hearing Association
- Fiesta Educativa Del Sur De La Bahia
- Fresno Early Childhood Coalition
- CSU, Fresno Special Education Advisory Committee
- IDEA National Cadre of Trainers
- International Dyslexia Association
- Merced County Transition Council
- National College Association of Teachers Education Accrediation Team
- SEACO Severe Disabilities Workgroup



Department of Education  
1430 "N" Street, 5th Floor  
P. O. Box 944272  
Sacramento, CA 94244-2720

Jack O'Connell  
California State Superintendent of  
Public Instruction

Department of Education  
1430 "N" Street, 5th Floor  
P. O. Box 944272  
Sacramento, CA 94244-2720

William Ellerbee, Jr.  
Deputy Superintendent  
School District Operation Branch

Department of Education  
State Special Schools and  
Services Division  
1430 N Street, Second Floor  
Sacramento, CA 95814

Ronaldish, Director

Diagnostic Center  
Central California  
1818 W. Ashlan Avenue  
Fresno, CA 93705

Diagnostic Center  
Northern California  
39100 Gallaudet Drive  
Fremont, CA 94538

Diagnostic Center  
Southern California  
4339 State University Avenue  
Los Angeles, CA 90032

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## INTERDEPARTMENT COLLABORATION

The Diagnostic Centers continue to collaborate with other divisions of the California Department Of Education. The Diagnostic Centers have worked to support the State Improvement Grant (SIG) by offering personnel development workshops to each of the CSPD Regional Coordinating Councils, particularly on the grant focus areas of positive behavior supports, literacy and transition.

To support SIG, the Diagnostic Center, South developed a five year training plan in the area of positive behavior supports. Statewide workshops were provided to all eleven CSPD regions. In addition, PENT (Positive Environment Network of Trainers) was established to develop the collective expertise of trainers in solving student and group behavior difficulties and to disseminate materials.

Diagnostic Center staff collaborated with the California Department of Education presenting at department conferences and serving on such work groups and task forces as:

- Comprehensive System of Personnel Development Advisory Committee
- Focus Group on Culturally and Linguistically Diverse Students
- SELPA Behavior Committee
- State Improvement Grant Evaluation Task Force
- State Improvement Grant Sustainability Committee
- State Partnership Committee on Special Education
- WorkAbility I Human Support Services